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| **Appendix 1**  ndcrest_m | **LESSON PLAN****SCHOOL OF EDUCATION** |  |

### LESSON ORGANISATION

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| **Year Level: 4 Time**: **Date**:  Lesson 3  **Learning Area: Science**  **Strand/Topic from the Australian Curriculum:**  Living things, including plants and animals, depend on each other and the environment to survive (ACSSU073) | | | | | **Students’ Prior Knowledge:**   * Students understand that living things grow, change and have offspring similar to themselves * Students know that living things can be grouped on the basis of [observable](http://www.australiancurriculum.edu.au/Glossary?a=S&t=Observable) features and can be distinguished from non-living things * Students understand living things have life cycles | | | | |
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| **General Capabilities** (*that may potentially be covered in the lesson)* | | | | | | | | | |
| **Literacy** | **Numeracy** | **ICT competence** | | **Critical and creative thinking** | | **Ethical behaviour** | | **Personal and Social competence** | **Intercultural understanding** |
| **Cross-curriculum priorities** *(may be addressed in the lesson)* | | | | | | | | | |
| **Aboriginal and Torres Strait Islander histories and cultures** | | | **Asia and Australia’s engagement with Asia** | | | | **Sustainability** | | |
| **Proficiencies:***(Mathematics only)* | | | | | | | | | |
| **Lesson Objectives** *(i.e. anticipated outcomes of this lesson, in point form beginning with an action verb)*  *As a result of this lesson, students will be able to:*   * *Describe what a habitat is and how important it is to an animal’s health and wellbeing.* * *Discuss the role of a sanctuary.* * *Use the internet page confidently to find the elephant facts.* | | | | | | | | | |
| **Teacher’s Prior Preparation/Organisation:**   * Wikispaces available/links * Smart board organisation * Prepare and photocopy Elephant Fact File Sheet * Elephant Fact File Sheet (one for each student) * Prepare Photo story * Check the website is working: http://www.myelephants.org/efacts.html | | | | | **Provision for students at educational risk**:   * Lesson is whole class centred (same pace) no need for extension. | | | | |
| **LESSON EVALUATION (to be completed AFTER the lesson)** | | | | | | | | | |
| **Assessment of Lesson Objective and Suggestions for Improvement**:  **Questioning**- to examine students understanding of the content through the answers they generate (whole class discussion and at an individual level)  **Checklist**- a form will be ticked off as students add required information and pictures to their blog | | | | | | | | | |
| **Teacher self-reflection and self-evaluation**: | | | | | | | | | |
| [**OFFICIAL USE ONLY**] Comments by classroom teacher, HOPP, supervisor: | | | | | | | | | |

### LESSON DELIVERY (attach worksheets, examples, marking key, etc, as relevant)

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| **Time** | **Motivation and Introduction:**  Gather students in front of the smartboard.  Gain attention by clapping hands  Good Afternoon!  Introduce our Endangered Animals topic.  ***Questions***  ~ Who can remember some words that describe endangered animals?  ~ What have we learnt so far?  ~Use additional questioning to bring students back to the topic.   * Ask students to close their eyes, and become their chosen endangered animal again.   ***Questions***  ~ What has your animal eaten for lunch today?  ~ Is your animal safe or have outside forces interrupted your day causing you to move on, not eat or look for protection or shelter?  ~ Is your family (if you live in a pride, mob or group) safe or has someone been left behind, injured or killed?  ~ are you are risk of poachers, fire, lack of water and food, shelter?  ~ Have you played with your companions?  We are going to explore habitats and environments and of endangered animals. The role of animal sanctuaries.  ***Questions***  ~ What does the word habitat mean?  ~ What does the word environment mean?  ~ Can you tell me what you know about an animal sanctuaries.  Look at the class Wordle, do you need to add any new words to it?  **Lesson Steps** *(Lesson content, structure, strategies & Key Questions):*  ***Photostory***  Show the Photostory of the Elephant Sanctuary in Malaysia.  ~ Discuss the content of the Photo story.  ~ What is the role of an animal sanctuary?  ***Elephant Fact File Sheet***  Review the fact file sheet, discuss the task required, which is, using the website on the wiki space complete the fact file sheet. Explain to use only this page. http://www.myelephants.org/efacts.html  Explain the students need to blog in their journal created in task 2, five facts from the Elephant Fact File. Also to write 5 sentences about sanctuaries, the importance of an animal’s environment and habitat  Set students to work, supervise as necessary.  **Lesson Closure**:(*Review lesson objectives with students)*  Gain attention, “eye to me”  Discuss the elephant fact files. Did any student learn anything new outside of the questions asked about elephants?  What is the role of a sanctuary?  Discussion about an animal’s habitat and how it is important for their survival.  **Transition:** *(What needs to happen prior to the next lesson?)*  Students need to have updated their journal as described above. Fact file sheets need to be handed in for marking. Computers need to be shut down and students need to have cleared their desks ready for the next lesson.  **Assessment: (***Were the lesson objectives met? How will these be judged?)*  Mark the fact file sheets. Check each students journal, have they updated it with at least 5 fact file sheet questions. Did the student successfully navigate the website to find the facts? Was the student able to clearly describe the importance of habitats, environments and sanctuaries. | **Resources/References**  *Align these with the segment where they will be introduced.*  *Smartboard*  *Wordle*  *Photo Story*  *Elephant Fact File Sheet*  http://www.myelephants.org/efacts.html |